AIMS-A
PARENT INTERVIEW
Grades 3 through 8 and 10*
Unless IEP determines continuation in Grades 11 and 12 until graduation

LEVEL I, FORM 4

Name of Respondent: _____ Name of Interviewer: _____ Date: _____

Student: _____ D.O.B.:_____ SAIS Number:_____ School:_____

SCORING: Check the level of each essential skill the parent indicates the student demonstrates. Write the score obtained in the corresponding column. Use this form as a guide to enter the data in the web-based alternate assessment data entry system.

FUNCTIONAL (Ages 3-21)

STANDARD: READING	Comments	Emergent	Supported	Functional	Independent
DOES YOUR CHILD		Beginning to use skill with extensive support Score 3	Occasionally performs skill with cues Score 6	Frequently performs skill accurately Score 10	Consistently performs skill accurately Score 11
1. Recognize at least three common signs *(e.g., golden arches for McDonalds).* **R-FS2 PO5**					
2. Act on or follow instructions of survival words or environmental signs *(e.g., locate correct bathroom).* **R-FS3 PO2**					
3. Read at least ten words, pictures, or objects. **R-FS5 PO7**					

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Student: _____ D.O.B.: _____ SAIS Number: _____ School: _____

STANDARD: LISTENING AND SPEAKING	Comments	Emergent	Supported	Functional	Independent
DOES YOUR CHILD		Beginning to use skill with extensive support Score 3	Occasionally performs skill with cues Score 6	Frequently performs skill accurately Score 10	Consistently performs skill accurately Score 11
4. **Turn toward the person talking to him/her.** LS-FS1 PO1					
5. **Locate objects out of view (object permanence)** *(e.g., point, ask for, or go to refrigerator for food/drink).* **LS-FS1 PO2**					
6. **Communicate anticipation of familiar routines** *(e.g., see or touch shirt/extend arm).* **LS-FS1 PO3**					
7. **Associate objects and pictures with specific activities** *(e.g., car keys–going someplace).* **LS-FS1 PO4**					
8. **Respond to one-step directions** *(e.g., get your coat).* **LS-FS 2 PO1**					
9. **Talk about personal experiences** *(e.g., what happens at school).* **LS-FS3 PO1**					
10. **Receptively understand ten words, pictures, or objects. LS-FS4 PO2**					
11. **Use ten words, pictures, or objects. LS-FS4 PO3**					
12. **Communicate using two to five words together.** **LS-FS4 PO4**					
13. **Indicate needs, wants, pleasure, and displeasure through behaviors** (*e.g., cries, laughs, vocalizes, moves, touches, and gazes*). **LS-FS5 PO1**					
14. **Initiate communication to do at least one of the following: gain attention; protest; make choices; indicate wants; start, continue, restart, or end activity. LS-FS5 PO2**					

Student: _____ D.O.B.: _____ SAIS Number: _____ School: _____

STANDARD: LISTENING AND SPEAKING	Comments	Emergent	Supported	Functional	Independent
DOES YOUR CHILD		Beginning to use skill with extensive support Score 3	Occasionally performs skill with cues Score 6	Frequently performs skill accurately Score 10	Consistently performs skill accurately Score 11
15. **Indicate "yes" and "no"** *(e.g., yes/no card, sign, shaking one's head yes/no).* **LS-FS5 PO4**					
16. **Communicate physical and emotional needs in response to questions** *(e.g., "What's the matter?" "What do you want to do?" "What do you want to eat?").* **LS-FS5 PO5**					
17. **Ask for assistance** *(e.g., request verbally, lead, sign, activate switch).* **LS-FS5 PO6**					
18. **Relate name, address, and phone number when asked** *(e.g., verbally, through sign language, or by showing an identification card).* **LS-FS5 PO10**					
19. **Demonstrate beginning problem-solving skills** *(e.g., recognize problem and seek assistance).* **LS-FS5 PO11**					
20. **Attend to stories, television, videos, or games for five to ten minutes. LS-FS6 PO1**					

Student: _____ D.O.B.: _____ SAIS Number: _____ School: _____

STANDARD: MATHEMATICS	Comments	Emergent	Supported	Functional	Independent
DOES YOUR CHILD		Beginning to use skill with extensive support Score 3	Occasionally performs skill with cues Score 6	Frequently performs skill accurately Score 10	Consistently performs skill accurately Score 11
21. **Communicate his/her age** *(e.g., show the number of fingers to represent age, state age, show identification card).* **1M-FS1 PO3**					
22. **Use temperature measurement to make decisions** *(e.g. ,wear a coat when it is cold, adjust bath water, determine presence of a fever, select appropriate clothing, select appropriate stove and/or oven temperature, set thermostat for comfort and economy).* **5M-FS1 PO4**					
23. **Tell time to the hour/half hour using analog or digital clocks**. **5M-FS1 PO5**					
24. Use time measurements to make decisions *(e.g., recognize when it is time to go to bed, set alarm clock, set timer for cooking, use clock to follow a work schedule or determine if early or late for an appointment, estimate quantity of time needed to complete an activity such as getting ready for work).* **5M-FS1 PO6**					